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ABSTRACT

Intended to motivate and assist librarians in taking a new approach to library services for adolescents of junior high and high school age, this handbook (1) outlines the benefits of youth participation in school and public libraries; (2) describes some existing programs, including youth participation in library planning and policy, publication of book reviews and library newsletters, storytelling and puppetry, production of a library promotional videotape, and administration of a library-affiliated youth center; and (3) provides guidelines for implementing youth programs, covering such issues as selecting adult facilitators, obtaining administrative support, recruitment, training, and establishing trust. A preface presents background information on the activities of the American Library Association (ALA) Young Adult Services Division (YASD) Youth Participation in Library Decision-Making Committee, and a foreword by Barbara Cialone describes her personal experience with "Teenage Express," a youth magazine produced in Spring Valley, New York. Appendices present sketches of 13 other library youth programs, the YASD guidelines for youth participation in library decision making, annotated lists of resource organizations for youth projects and relevant National Commission on Resources for Youth (NCRY) publications, a list of libraries that report having youth participation programs, the "Teenage Express" policy statement, and a list of 3 periodicals and 10 other publications on youth participation. (ESR)

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YOUTH PARTICIPATION IN SCHOOL AND PUBLIC LIBRARIES

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YOUTH PARTICIPATION IN SCHOOL AND PUBLIC LIBRARIES

A publication of the National Commission on Resources for Youth

Boston, Massachusetts

May 1983

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THE NATIONAL COMMISSION ON RESOURCES FOR YOUTH

The National Commission on Resources for Youth was founded in 1967 as an independent, non-profit organization to expand opportunities for young people to assume active, responsible roles in their communities -- what NCRY calls Youth Participation. In programs of Youth Participation, young people gain direct experience in making decisions, working in partnership with their peers and with adults, and meeting genuine community needs. A comprehensive Youth Participation program also provides for youth to reflect critically on their experience, and to study related subject matter. NCRY seeks out, promotes and assists Youth Participation programs that recognize the capabilities and developmental needs of young people.

In 1982, NCRY joined forces with the Institute for Responsive Education. IRE works with parent and citizen organizations to bring about improvements in public schools. It conducts research and does advocacy relating to citizen involvement in education.

This guide was written by Ellen Lippmann with Steve Arbuss.

Executive Director of NCRY: Peter Kleinbard

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March 1983

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Many people and organizations contributed to *Youth Participation in School and Public Libraries*. Ellen Lippmann, NCRY's Clearinghouse Coordinator and a professional librarian, was the first to propose this project. She assumed major responsibility for collecting information and writing, assisted by our summer intern, Steve Arbuss. Evie Wilson, the President of the American Library Association's Young Adult Services Division (YASD) during 1981-1982, and Jana Varlejs, Chair of the YASD Youth Participation in Library Decision-Making Committee, moved the project forward with their enthusiasm and by providing information about Youth Participation projects that are taking place in libraries. Varlejs' Preface, pages 1 - 5, elaborates on their involvement.

Julia Palmer of the American Reading Council, Howard Harrington and Joan Schine of NCRY, and San Diego librarian Cathy Van Sonnenberg all provided suggestions on early drafts of the text, as did Jana Varlejs and members of her committee. Barbara Cialone, a former participant in the Young Adult Advisory Board in Spring Valley, New York, volunteered time and effort to write the Foreword. Her comments on the rest of the guide and on Youth Participation in libraries, in general, were very helpful. The text was revised and edited by Diane Harrington. Owen Heleen supervised the typing and production and offered many helpful suggestions.

We wish to thank especially the staffs of projects described in this booklet. Without their efforts, there would be no models to guide others in the development of projects. They provided us with the information that made this guide possible.

Peter Kleinbard
Executive Director

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PREFACE

by Jana Varlejs, Chair
YASD Youth Participation in Library Decision-Making
Committee
Rutgers School of Communication, Information and
Library Studies

The 1979 White House Conference on Library and Information Services passed the following resolution submitted by the President of the National Alliance of Teenagers, Inc.:

BE IT RESOLVED, that there be at least one youth appointee named to the National Commission on Libraries and Information Science as a voting member, that States be encouraged to include youths on their library boards as voting members, and that local governments be encouraged to include at least one youth as a voting member on the local library board.

Concurring with the spirit of the resolution, the Board of Directors of the Young Adult Services Division* of the American Library Association established in February 1981 an ad hoc committee on Youth Participation in Library Decision-Making. The original charge to the Committee was:

To establish guidelines and/or procedures to expedite the inclusion of young adults as voting members on NCLIS (National Commission on Libraries and Information Science), state and local boards and other advisory groups to libraries.

Both the "Youth Representation" resolution of the White House Conference on Library and Information Services (WHCLIS) and the charge to the Committee express the conviction that youth should have the right to affect decisions about the library and information services provided for them. The stipulation that youth be given voting rights on governing and advisory bodies reflects a concern that adults will not hear the voice of youth unless it is amplified by the power of the vote.

The Young Adult Services Division (YASD) of the American Library Association has as its goal "to advocate, promote, and strengthen service to young adults as part of the continuum of total library service." The Division has involved young people in many of its activities over the years. It has a history of seeking youth input to its

*YASD considers "young adults" to be primarily adolescents of junior high and high school age.

annual "Best Books for Young Adults" list, and of urging youth participation at the local level through advisory groups. When the YASD Board established the Youth Participation in Library Decision-Making Committee, it reaffirmed the Division's commitment to a philosophy of service based on partnership between young adults and librarians, in which youth has a proactive rather than a passive role to play. By implication, YASD also reasserted its desire to act as advocate on behalf of young adults' rights to free and equal access to library materials and services.

As a result of study and discussion, the Committee came to the conclusion that its energies should not be focused on getting youth representatives appointed or elected to boards, but instead should be directed toward promoting youth participation in libraries on a much broader scale. The Committee was convinced that libraries could and should offer young adults a wide range of opportunities to take an active part in the planning and implementation of library services for themselves and their peers, both in their schools and their local public libraries. As now perceived by the Committee, youth participation in library decision-making means going beyond the traditional pursuit of YA input to collection building and program planning. It means giving young adults real control and responsibility for developing and carrying out projects that meet carefully identified, significant needs. It means letting young adults set the priorities and serve their own interests, rather than manipulating them into activities which the librarian sees as useful or appropriate. This is not to say that a library should give young people free rein to do anything they want, but it does call for a shift in emphasis and a more open, experimental attitude on the part of the library.

When the Committee realized that this philosophical conviction might be in conflict with its original charge, it gained approval from the YASD Board of Directors for a change in assignment that called for the production of a "handbook" that would explain the concept of youth participation, describe some extant examples, and provide guidelines for implementation. This publication is the result of that assignment, and is intended to motivate and assist librarians in taking a new approach to library services for young adults.*

The results of a preliminary survey of library projects enabled the Committee to produce brief guidelines for youth participation in libraries. Together with capsule descriptions of projects, these guidelines were included in the packet of materials given to attendees of Evie Wilson's YASD President's program, "Youth Participation in Library Decision-Making," at the annual American Library Association Conference in July, 1982 (see Appendix B). Happily, the

* See Appendices B, C and D for leads to further assistance.

Committee had enough time before the Conference to circulate the draft to those youth delegates to WHCLIS and to Governors' Conferences whom it had been able to identify, and to ask for their reaction to the guidelines, as well as for their comments on the WHCLIS experience in retrospect.

Of the 11 young people who replied, all made thoughtful responses and several added letters. Unanimously, they reaffirmed their belief in the importance of involving youth in meaningful ways in libraries, and in doing a better job on educating young people in the purpose and value of libraries. For most of them, their experience as delegates taught them for the first time what libraries were all about -- they clearly had not learned as much as they might have at the local level. No more compelling argument for youth participation can be imagined than that made by these veterans of WHCLIS: they were given an opportunity to take part on an equal basis with adults, and they used that opportunity to learn, to contribute to the outcome, and to form positive attitudes about the current and potential value of libraries. Susan Anthony of Texas, who was about 16 at the time of the Conference, wrote the following in May of 1982:

The conference opened my eyes to the many problems faced by the libraries, and I am certainly willing to do anything within my reach to help their cause. Libraries are, so-to-speak, the backbone of our country and certainly of our intellect; I think if more people are exposed to such opportunities of learning about the importance of libraries, more people will feel this way, and the library will be on a non-stop road to success.

David Abraham who -- at the age of 12 -- was the youngest delegate to WHCLIS, wrote:

I'm concerned with the growing feeling of "youth" that books are boring. To top it off, many adults and librarians are thus writing young people off and concentrating on adults....

Murry Chelette of Louisiana expressed a concern for rural library service for youth as one that he brought to WHCLIS, and that is still on his mind:

I felt the libraries could do more during the summer to give the older youths something to occupy their idleness....Libraries still need programs for older youths...[and] also need to give instruction on how to use the library and its services to the fullest.

Meg Gamon of Ellensburg, Washington, said that at WHCLIS she was concerned about:

...the censorship in some libraries and potential censorship in others. I wanted to see more and better use made of libraries as community centers

of information and culture.

When she wrote to us in the spring of 1982, her concerns were still the same, and she added: "I just hope that you are able to *actually get* more youth involvement in library decision making."

It seems to us that any library administrator should be delighted to have the means of nurturing and training a corps of future library supporters such as Susan Anthony, David Abraham, Murry Chelette, Meg Gamon and the other young adults who took time out of their busy lives to let us know that they thought libraries matter, and that youth could and should have something to say about the quality of library service. Giving young adults real, responsible roles in the planning and providing of library service for their peers at the local level is, we believe, the best place to begin. We do not say that youth participation is easy to implement, nor do we say that it is a panacea guaranteed to solve the problems that libraries face in the 1980s. We do assert, however, that any library -- school or public -- that does not find a way to tap the energy and ideas of young adults, and does not give them a chance to participate, is missing a great opportunity to revitalize and improve its services. We also feel that the library, as an educational institution, has a responsibility to assist young people to learn about the value and purpose of libraries, and that there is no better way to do this than through involving them actively in library decision-making.

Many people have contributed to the collaborative effort that has resulted in this publication. Evie Wilson, formerly Young Adult Services Specialist, Tampa-Hillsborough (FL) County Public Library System, and YASD President in 1981-82, saw to it that a Youth Participation in Library Decision-Making Committee was created, and gave it her constant attention, advice, and encouragement. Christy Tyson, Spokane (WA) Public Library, gave informal advice and helped to coordinate the Committee's work with the President's Program on Youth Participation.* Committee members Linda Cullen, Texas Trans-Pecos Library System; Connie Lawson, Cuyahoga County Public Library (OH); Larry Parisi, Finkelstein Library (NY); and especially Nancy Rolnick, Croton Free Library (NY), contributed to the debate, study, and information gathering which have resulted in this publication. Our young adult consultant, Joel Berg of Spring Valley, New York, was -- by his example -- a constant reminder of the worth and importance of our effort. Ellen Lippmann of NCRY provided guidance from the outset, did in-depth research on

* Two programs begun or facilitated by Tyson are described in Section II of this handbook: the Young Adult Advisory Committees in Spokane, WA, and Mesa, AZ.

selected youth participation projects, and wrote the bulk of this guide, with the assistance of Steve Arbuss. Special thanks are due to all the librarians who responded to our call for descriptions of projects, and to the young WHCLIS delegates who shared their reflections with the Committee.

Under the leadership of the 1982-83 YASD President, Barbara Newmark, the Committee is planning to develop and disseminate a model training workshop for librarians interested in becoming adult facilitators for youth participation. A long-range goal of the Committee is to collaborate with other youth services organizations and the National Commission on Libraries and Information Science in efforts to promote the concept of youth participation in library decision-making. For more information, contact the Young Adult Services Division, American Library Association, 50 East Huron Street, Chicago, IL 60611.

February 1983

FOREWORD

by Barbara Cialone

Imagine a library: a place students are sent to do reports, a place senior citizens go to be near others, a place to go because it is sure to be air-conditioned all summer long. That library helps save a fourteen-year-old girl; it doesn't just entertain her, but helps her to become a published writer and to raise her self-esteem so she even begins to like herself.

I can see your reactions now: Every librarian in the country unable to imagine a library, much less themselves, making a dramatic difference in the life of a fourteen-year-old girl.

I wouldn't have believed it either, except that that fourteen-year-old girl was me.

At fourteen I suffered from boredom. Boredom, to a teenager, means loneliness, desperation, frequent mood changes and an inability to develop a positive self-image. It seems like nothing's happening. At fourteen one is still a victim: of widespread availability of drugs, TV addiction, lack of transportation, passive learning in the classroom and the lack of skills to express one's needs.

And nothing, I thought, could keep me from hangin' out doin' nothin'!

Not until one librarian approached me one day while I was "hangin' out" in the library (to keep cool) and invited me to a YA (Young Adult) meeting. I had heard from some other kids that the library was going to sponsor a literary magazine for young people. "What could I lose?" I asked myself. I had already prepared myself to listen to another adult tell kids what to write about their summers and happy homes.

The first thing libraries taught me was not to pre-judge.

The first meeting took place in the staff room kitchen of the library. About eight of us sprawled ourselves out along the counters, sofas -- anywhere we desired. The librarian sat down, calm and undisturbed by our chosen seats, and told us we had rights, we had feelings, ideas and talents that we needed to explore. She said that we

could and should express ourselves without undue adult interference and censorship.

Many questions and answers were discussed: "What are our rights?" (Eventually we invited a civil rights lawyer to speak with us.) "How can we express our problems?" (Through many mediums: Creativity, we felt, was a productive means. We also developed a trust with one another so that we learned to confide in each other.) "How can we let other people know what we are doing?" (We arranged to be guest speakers at local junior and senior high school English classes, we printed flyers and passed the word among our friends.) It is important to note that, while the questions arose at the first meeting, they continued to arise again and again, along with the birth of new ideas and questions and answers. And the answers were not always easy or right. The support we felt from the library and the librarian encouraged us to challenge ourselves and we learned to take responsibility for the decisions we were making.

Over a two-year period, the youth staff grew and changed and so did the magazine, into something more exciting and something educational for all involved. I started to care about how I spoke and what vocabulary I used. I felt important.

The magazine, originally called "*Inner Life*," became "*Teenage Express*," a title we felt was more appropriate and appealing. "*What's Happening?*", "*Slam Side*" (a graffiti page), and "*Touching You*" were just a few of the columns originated in our magazine. The magazine also contained book reviews, record reviews, poetry and short stories. Inspired by the community reception of our project, we went out into the community and organized collections of clothing for runaway children in New York City. We delivered our magazine to counseling services for youth. We did surveys on how the community felt about drugs and other issues.

In dealing with controversial issues (abortion, drugs, sex, etc.) we worried about censorship. Our third issue had one article about the pro-choice movement and funding for abortions and, what really alarmed library officials, an article directly stating the problems of drug abuse at a local junior high school. The article had previously been rejected by the author's junior high school paper. It had made the headlines of our local newspaper because the school would not touch it. The library board understandably feared public outcry against them. However, and more importantly, they sincerely cared about what we were doing as young people. They didn't let us down. We printed the article in its entirety, and from then on printed a policy statement in the front of every issue stating:

In accordance with the Library Bill of Rights, it is the policy of the...Library that books and other materials concerning the problems and issues of our

time be available to the public. In the pursuit of this goal, *TEENAGE EXPRESS* has been formed as a means of acquiring a record of the thoughts and opinions of young adults in our community, which would otherwise be unavailable to the public.

THE OPINIONS EXPRESSED IN THIS MAGAZINE ARE THOSE OF THE WRITERS, AND DO NOT REFLECT POSITIONS OR POLICIES OF THE...LIBRARY, OR ITS BOARD OF TRUSTEES. READERS' COMMENTS, PRO OR CON, ARE ENCOURAGED.

When this issue hit the community, people were more receptive than ever. They felt as if they were finally getting to know just what was going on in the schools with their children. They were also impressed that young people were showing concern for the community. (Due to the professional journalism and accuracy of the article on drug use, it went on to be printed in a national publication.)

Now, at twenty, I regard librarians as potential guardians of young people. To take on this role, they must begin with trust and initiate changes in the lives of the young people in their community. This means a librarian must go into the community and the schools and not pre-judge us. Young people may not always look so pretty or use the most appealing language; they may even look bored and disgusted. The librarian must overlook this and reach out anyway. We are dying to reach back.

Imagine yourself doing this. Imagine offering a few kind words, allowing a teenager to review books or organize meetings. It can happen. It can make a difference. It did at my library. I know.

(Barbara Cialone was one of the originators of *Teenage Express* at the Finkelstein Library in Spring Valley, New York. [See page 32.] She went on to teach writing to elementary school students and to work as a journalist for the local paper. Now a college English major, Ms. Cialone has studied with the poet Dan Masterson and others. The *Teenage Express* policy statement appears in Appendix F.)

SECTION I: LIBRARIES AND YOUTH

INTRODUCTION

I respect young people. Why? Because they are intelligent, perceptive, rich in emotion and untapped talent, eager to discover themselves and their worlds, and vibrant, interested, sensitive people.

-- a California reference librarian

Librarians agree that the public library and, in a different way, the school library, are centers for information and reference services and that they should promote and encourage reading and literacy among the entire community. Many libraries also offer a meeting space to community groups, while others provide a wide range of cultural or recreational programs. The library, for its adult users, is a quiet and comfortable place to think, read or socialize.

But librarians throughout the country cringe when large groups of exuberant, noisy teenagers come barging into the library. Yet the library can be important to young people, often vitally so. It is a place where they can do homework or research for school projects, with assistance from trained librarians. It is a place where they can read for their own enjoyment or be introduced to the joys of reading. It offers them an opportunity to explore, on their own, topics of interest or concern, such as employment, family problems or sexuality. It allows young people, especially those who have few financial resources, to be "consumers" without paying; it offers them use of records, tapes and players; movies; free instruction in a variety of skills; and, oh yes, it offers books. It provides a wide range of programs for youth that focus on hobbies, sports, films or "youth concerns." And the library provides for young people a place to "hang out": They can meet with their friends, browse through library materials or find a quiet space to think -- all in a setting considered acceptable by their parents.

But not all teenagers go to libraries. And those that do are not always happy with what they find, as indicated by these comments:

Most books are written by adults, so how do they know what teenagers feel?...I could write better books; I think I can deal with teenagers on my level.

-- a 15-year-old boy

When you're bored, you might as well go to the library to hang out, rather than doing other things...

-- a 16-year-old girl

Kids have been taught by everyone, "You are kids. You can't do anything." But adults have to learn that kids can do stuff, and kids have to learn that they can do stuff.

-- an 18-year-old boy

One major premise of this handbook is that libraries, valuable as they already are for many young people, can do and be even more. As demonstrated by the library projects described in Section II, a library can offer young people opportunities to take responsible roles in meaningful, challenging activity that affects other people as well as themselves. Young people can work collaboratively with librarians to make the library more responsive to their needs. And, in this way, the library will become a better place for everyone.

The second major premise of this handbook is that young people, when given the chance, can make a real contribution to institutions that affect them.

YOUTH PARTICIPATION IN LIBRARIES

Young people need a sense of belonging. They need to feel competent, influential and useful. They want to be viewed favorably by the people that matter to them, including librarians. In order for youth to want to make a real contribution, libraries must provide them with responsible and personally gratifying roles. Young people must become active participants in library programs and services, not merely passive recipients of those services.

The concept of Youth Participation often brings to mind the notion of youth representatives on boards and committees; many libraries have created youth advisory boards of one sort or another. The involvement of youth in "adult" activities can be worthwhile, but the National Commission on Resources for Youth has studied many youth councils and advisory boards and has learned that certain problems appear with some consistency. The relationship between adults and youth on the councils is sometimes difficult: Young people may find the formal decision-making process tedious; adults may have no intention of sharing power, in spite of statements to the contrary; adults may not be trained to work with youth; or adults may be able to make a greater time commitment to the council, thus increasing their feelings of ownership or power. In addition, the young people often have insufficient knowledge about the matters that require a decision.

Thus, NCRY has come to believe that several factors must be present for youth involvement on councils and boards to be a significant and worthwhile experience for both youth and adults. The young people and, if possible, the adults must be trained in how to work together and how to function on a council; subjects might include procedures, problem-solving, issues identification and sharing of power. Young people must have some way of learning about the subjects that require decisions: they might conduct surveys or perform library service to gain such knowledge. They must be given time to become used to their functions on the board. Youth responsibilities should be made clear and should be geared to their special strengths, such as knowledge of youth concerns or ingenuity in suggesting strategies.

Incentives and supports for the youth members must be developed. If the young people are not paid, special arrangements must be made for transportation, communications, or costs incurred by board membership. A task- or project-oriented project provides a tangible reward. Other incentives might be school credit, assistance with adding their experience to a well-organized resume, or buttons or T-shirts that indicate membership and often foster pride. Finally, visible consequences that result from their suggestions let the youth know they have been heard with respect.

Not all programs that involve youth on councils or advisory boards comprise all of these characteristics. NCRY has collected information on programs that include some of these components; many program directors and participants have added effective training or incentives to strengthen their programs.

Effective Youth Participation allows active, first-hand performance of important tasks, including planning, which make young people feel useful, competent, influential and part of a community effort. It teaches young people how to work together, and with adults, toward a common goal. The most successful Youth Participation programs meet the following three criteria:

- They encourage the participation of all segments of the youth population, not just "troublemakers" or high achievers.
- They engage the youth in activities that are challenging and interesting to the participants and allow them to exercise initiative, responsibility and control over the activities.
- They provide the youth with adequate training and supervision to perform their tasks well.

BENEFITS TO THE LIBRARY

The quality of library service depends upon good investment of resources, both material and human. Ample budgets cannot guarantee excellence where human talent and commitment are in short supply. But when budgets are cut to subsistence levels, the human factor becomes paramount. Every library, rich or poor, can benefit from the involvement of the most energetic, imaginative, and giving members of the community -- its youth.

Young people are capable of participating in a range of activities that can help meet community needs. They can plan and run programs for other youth or younger children. They can design and set up youth spaces in the library. They can help to plan policy or select materials by participating on library boards or book selection committees. They can increase staff awareness of the needs of youth, reflected not only in book selection and programming, but also in the demonstration of sensitive and appropriate ways to deal with young clients. Youth can assume responsibility for established library activities, such as pre-school story hours or library promotion. And they can take part in creating actual library materials, such as books, information and referral files, magazines, and newsletters. The programs described demonstrate how effective young people in libraries can be when they are given a chance.

Youth Participation programs do not require large amounts of money for equipment or personnel. Young people can be very resourceful. They are capable of devising ingenious, low-cost programs or creating new methods of raising funds or soliciting community contributions of time or equipment.

Assuring young people a role in the library helps them gain a sense of contributing to the library and their community and thus a feeling of connection to it. They begin to feel ownership of the library and they convey to their peers their sense of the library's importance and offerings. They begin to develop into tomorrow's library supporters.

BENEFITS TO YOUTH

Participants in Youth Participation programs generally report that they have gained a sense of responsibility, self-esteem and confidence, and caring for others. Some also try out possible career roles as librarians, writers, storytellers, or lobbyists. They are exposed to cross-age interactions in activities like storytelling or tutoring and, again, may consider careers in child care or teaching.

Librarians who involve youth in their programs note that the young people learn to like reading and to appreciate books to a greater extent. Youth Participation in libraries may thus offer some competition to the passivity inherent in extensive television and movie viewing.

Participation in library programs and services also offers young people the opportunity to work both as individuals and in a group. Programs like tutoring or storytelling involve one young person at a time, while the creation of a newsletter or a library proposal requires a group effort.

In both instances, youth work in collaboration with adults, and thus are provided with role models other than parents or teachers.

SECTION II: PROGRAM DESCRIPTIONS

INTRODUCTION

Young people are performing a wide variety of roles in their local libraries. Junior and senior high school students in Spokane, Washington, evaluate books for young adults and make policy recommendations to the library's board. Book reviews written by teenagers in Mesa, Arizona, are not only read by their peers, but also provide references for their teachers and school librarians. In Tampa, Florida, young puppeteers write plays and perform in their own and other library branches. A youth-produced videotape is used by Young Adult librarians in Tallahassee, Florida, to promote the library. And in Great Neck, New York, a youth center in the library includes everything from arts classes and theater productions to a youth-managed computer center.

The program descriptions that follow in this section offer clear evidence that Youth Participation in libraries can work. These programs are not presented as models to be imitated whole. Librarians and the youth they work with must determine the needs in their own libraries and decide how to answer those needs. The programs presented here may provide confirmation to some librarians that they are on the right track or suggest new directions to others. Still others will need to experiment with entirely new approaches. It is useful and wise to be aware of the work of other practitioners, but not to be bound by it.

Inevitably, some of the programs described in this booklet will have changed or gone out of existence by the time you read about them. Most readers find the descriptions useful anyway.

Additional programs are described briefly in Appendix A. Program addresses are in Appendix E.

PLANNING AND POLICY

Young Adult Advisory Committee Spokane, Washington

When the Spokane Public Library was threatened with severe budget cuts, several members of the library's Young Adult Advisory Committee decided to attend City Council hearings to speak against the cuts. The concern of the Committee members reflects the importance of the library in their lives.

Organized in March, 1980, the Committee comprises 20 young people, ages 12 to 18, working to ensure that programs and materials for youth actually meet their needs. The group's first activity was a party, with movies and snacks, to break the ice. Shortly thereafter, participants received initial training in communication skills, given by the library's staff development specialist. The training helped them to develop a cohesive group and to make group decisions.

Committee members read and evaluate books that the library might purchase, using criteria that they have developed with the Young Adult (YA) librarian. If the young people think a book is offensive or otherwise inappropriate to be included in the YA collection, they say so. Committee members also make recommendations about program policies of the library's Young Adult department. The reviews and recommendations of the Committee are highly regarded. In fact, outside agencies (such as Planned Parenthood) have asked Committee members to evaluate other materials designed for youth.

The Committee's activities extend beyond the YA department. One Committee member, age 16, was selected by the library Board of Trustees for the Community Planning Committee, which is developing a long-range plan for library growth. This youth has full voting privileges, and consults with other young people to insure that youth interests are reflected in the plan.

Committee members generate further awareness of youth needs in their community by publishing a newsletter. Distributed free ten times a year to library users, the newsletter is a collection of book and movie reviews, cartoons, and articles written by young people. Committee members have also taped discussions for a public radio station.

The Committee meets every two weeks on Saturday mornings. "There's not much hand-holding here," notes the YA librarian. "The kids don't get reminders or phone calls about meetings. They are just expected to be there." All participants are unpaid. Since joining the Committee, says the YA librarian, these young people have become more socially skilled and have broadened their reading interests.

BOOK REVIEWS AND NEWSLETTERS

Young Adult Advisory Committee Mesa, Arizona

In the Mesa Public Library, fifteen young people, aged 12 to 18, meet twice a month to review books and plan programs. Begun in 1977, the Young Adult Advisory Committee (YAAC) provides young people with a sense of ownership in the library while increasing their interest in reading.

YAAC members, who are interviewed and selected by other youth, read at least twenty books each in a six-month period. At YAAC meetings, each member submits a written review of a book and summarizes the review orally. The books are chosen from library materials and might be new books or books on one topic or by one author.

The book reviews are compiled and printed by a YA librarian. YAAC members take the printed review sheets to school for use by teachers and school librarians. Then the original written reviews are turned over to the youth editor of "Open Shelf," YAAC's monthly newsletter. The editor (chosen by other YAAC members) selects book reviews and articles written by participants. 2,700 copies of "Open Shelf" are printed and distributed at the Public Library and in schools throughout the city.

YAAC members, together with other young people, also produce *E.T.*, an annual magazine for science fiction and fantasy writing and art. *E.T.* is sold in the library for 50 cents a copy. Profits from magazine sales go to the Friends of the Library. YAAC participants have also run a Book Fair and a city-wide talent show. Several participants are working with a librarian to create an information and referral pamphlet, while others are producing a slide-tape show about library activities.

YAAC members now spend a lot of time in the library, giving informal assistance to other young people, making recommendations, and enjoying reading themselves.

STORYTELLING

East Gate Puppeteers Tampa, Florida

In 1978, seven young people who were considered non-readers formed a group of puppeteers, using Tampa's East Gate Branch Library as their base. The participants, ages 13 to 17, built their own puppet stage and wrote some scripts for plays, using puppets and other scripts provided by the Tampa-Hillsborough County Library Creative Programming Department.

The Puppeteers perform several times a year at their branch library and at other branches of the library system. When one of the Puppeteers created a coloring book for hospitalized children, the group decided to perform in the pediatric ward of a local hospital. They have also performed in nearby nursing homes.

The group meets twice a month with the branch librarian. At these meetings the youth rehearse, discuss and plan new programs for the library. Such programs include a fashion show and a Gong Show. The Puppeteers also review YA films and books, and assist in a summer reading program for children. Through such activities, the participants have gained a sense of pride in themselves and in a library that they would not otherwise have used.

LIBRARY PROMOTION

W.H.I.P. News/YA
Tape
Tallahassee,
Florida

"The W.H.I.P. news team has discovered that a local government agency is actually giving out information collected at taxpayers' expense -- to anyone who asks for it, and sometimes even on the phone." Thus a young "reporter" describes the Leon County Public Library in a half-hour videotape written and produced by a group of young people, ages 13 to 18. YA librarians now show the tape to middle and high school classes and report that it holds the students' attention while promoting library services.

This one-time project began in 1977, when announcements were placed in a local newspaper requesting youth volunteers for a "T.V. project." Since Leon County Library has its own video equipment, studio, and staff, provided by a grant from the Florida State Library Department, no special budget for the project was necessary. (For libraries without a video department, a youth-produced slide-tape program would be less expensive and equally useful.) Project staff (librarians and video personnel) decided to combine humor and information about the library in a mock news show.

The young people studied television news shows to learn the elements of production. They practiced script and story-board writing and, working with project staff, put together a final script. "We worked really as a team on it," says a staff person. "It was a group effort." After learning and practicing video skills, using cameras, monitors and other video equipment, the youth formed a production crew. The crew went out on location to film interviews with librarians and members of the community. The interviews were conducted by other youth participants, and young people also acted in the production.

The material was edited to produce a final 30-minute videotape. Fast-paced and humorous, the tape is full of interviews and information about library services. Decisions about what material to cut out and what to keep were usually made in meetings with staff. In other meetings, the participants considered the work that had been completed, made decisions about the content of the tape, and planned the work to be done next. The final group meeting was a "viewing party," held after editing was completed.

The participants not only learned writing skills and video techniques, but also gained an interest in the library and formed relationships with library staff. The tape is still being used for in-class presentations to promote the library and has been praised by state and local librarians. "For a Young Adult librarian who goes out to schools, this is just a fantastic tool to have," says the Youth Services Coordinator. "It turns on other YA's when you show it in the schools."

YOUTH CENTERS

Levels
Great Neck,
New York

"Youth are involved in almost every aspect; in the major running of it. This is different than in other agencies, where adults see a need and create a program. At Levels, you tell us what you need and we'll work together on it." Thus an adult staff person described this unique library-run youth center, also described in a student-written flyer as "a cultural center and meeting place...for junior high, senior high and college age people in Great Neck."

Levels was created by the director of the Great Neck Library, in part as a response to the town youths' need for constructive activities. Young people were creating problems for library staff, so, as a Levels staff person says, "It began with a thought: Why don't we incorporate a program that utilizes their talents?" The library director hired experienced youth workers to staff the new center, and Levels opened in May of 1974 in a large room in the library's basement. Young people and staff helped to design the room's interior -- a series of plywood "levels" covered in carpeting, that serve as separate meeting and activity areas. A student-written flyer describes the beginning and Levels' evolving philosophy:

Starting out as an empty space, Levels became an idea which is continually shaped and reshaped by the young people in the community. Decisions as to programming, policies and discipline are made at planning meetings that are organized and maintained by young people. Overall policies are set by the Library Board. One participant described Levels as an ongoing and changing mural to which each new person adds in some way. The people who use Levels, for whatever amount of time, are Levels: they take responsibility for its functioning and give it multiple directions and purposes.

Levels' activities include guitar lessons, arts and crafts workshops, writing a newsletter, computer classes and theatre productions. The computers are relatively new. When some students decided they wanted to include computers in Levels, they made a proposal to the library's Board. They hoped to get \$3,000 to purchase the necessary equipment so, using standard negotiating procedure, they asked for \$5,000. Their proposal was so effective that the Board awarded them \$6,000! The computer area is now run by youth managers. They set the hours and determine the criteria for use, as well as opening and locking up the area. They have also established half-hour to hour-long classes, which they teach, and set limits on computer time used for video games.

A major interest at Levels is theatre; young people planned three different productions during the summer of 1982, for instance. For these plays and others, youth serve as actors, directors, and stage managers. Many young people are encouraged to participate, and youth frequently get to try out roles even after a lackluster audition. The cast and crew of each play meet once a week with Levels' staff to discuss their work and resolve any problems that arise. Young people involved in each of Levels' activities also meet regularly; at these meetings, staff offer boundaries and guidance, but stay removed from the activities' direction.

Some of the actual "levels" include: a paperback exchange near a "hanging out" area; a rack of encyclopedias with a comfortable sofa, used by students doing homework or holding private, quiet discussions; a small area with a piano, for anyone's use; a stage for theatre productions; a cassette and player area that includes 600 tapes; and a magazine rack that includes many magazines to which Levels subscribes. Levels operates in addition to the regular YA department in the library, so youth who want other books go to the YA department to get them. In addition, a library staff person conducts "Book Beat" at Levels, during which students discuss books they have read. A Levels staff person talked about Levels as a library-based program:

There's a connection with learning at Levels: they are getting hands-on experience, with computers, for instance, and in a social atmosphere. They learn that the library is not a place to be feared. If Levels is a good experience and it's part of the library, then maybe the library is a good place to be.

The library also uses the Levels facilities when Levels is closed, for things like poetry readings and children's programs. Levels' hours may seem unusual to YA librarians, but they are based on youths' needs. It is open Monday, Tuesday, and Wednesday from 3 p.m. to 10 p.m., Friday from 3 p.m. to midnight, and Saturday from 6 p.m. to midnight. Summer hours vary somewhat from this schedule.

SECTION III: IMPLEMENTATION

INTRODUCTION

Participation is the only way I've found to work with teenagers. In order for me to serve them properly, I must find out what they want to do and what they can do.

-- Y.A. Librarian working with a
Young Adult Advisory Board

As stated, one premise of this handbook is that young people can do much more than most of us expect. The programs described in Section II demonstrate that young people are capable of performing valuable tasks in libraries. They can select books, plan programs, tell stories, create policy. Few young people, however, can do these things without preparation. Behind successful programs are supportive librarians who have recruited, trained or assisted the young participants. If Youth Participation is to be successfully incorporated into libraries, adults and experienced youth must commit time, skill and energy to making it work. Since all three are in short supply in most libraries, this section of the guide suggests ways in which those resources might best be invested.

GETTING STARTED: PRACTICAL GUIDELINES

Over the years, many excellent youth programs have been still-born or short-lived, while others have flourished. What makes the difference? The National Commission on Resources for Youth, after observing the programs that seem to work best and listening to the experiences of program developers, has developed some guidelines for planning new programs.* Most of these guidelines are based on common sense -- but experience tells us that the predictable hurdles and complications faced by all new programs can be minimized when common sense is used during project planning rather than after the fact.

1. If you want to start a new project, first find out what already exists. Perhaps there are other community agencies or schools doing some or all of what you want to do. There may also be ongoing programs to which your project could be attached. Be aware of the potential help or resistance other projects represent. Investigate the programs of the local schools, Y's, recreation departments or other agencies before you plan.

* These guidelines are adapted from *Youth Into Adult*, by M. McClosky and P. Kleinbard, The National Commission on Resources for Youth, New York, 1974.

2. Be sure to assess and define the need for the project. Do a survey of how many people may need the service or opportunity you plan to offer and how many young people (and adults) will want to participate. This information is helpful not only when planning the project, but also in convincing administrators to support it.

3. Decide on limited goals first. You can expand them later. Be realistic: Can your goals be accomplished within the time available? What staff and other resources can you count on? Too many programs begin with the intention of solving every problem in sight and find themselves doing only a fraction of what they originally planned. It's better to start with fewer goals and expand gradually than to dream big and end small or extinct.

4. If you're setting up a community project, be sure that it is perceived that way by the community involved. Whenever possible, members of the community should be involved in an advisory role from the beginning. In a library program, this might mean advisors drawn from the Friends of the Library, the Trustees, volunteers, parents or other interested patrons. In addition to being good public relations, this can be helpful in planning your project. You may learn of new resources, other projects and people to assist you; you will also build a base of support for your project.

5. Check out financial resources carefully. Financial support is difficult to obtain, but some librarians have received grants from private foundations or local businesses. Many are also ingenious in creating money-saving solutions. Existing delivery systems are used to get youth-produced newsletters to local schools; vocational schools' printing departments print several thousand copies as part of their training. Even a physical setting can be created at low cost: at Levels, participants and community members joined staff to build the room's plywood and carpeted "levels."

6. After choosing specific goals, weigh all possible approaches. Before you decide on exactly how to accomplish your goals, consider alternative possibilities. The East Gate Puppeteers, for example, used library-produced puppets and scripts, while the young puppeteers in Atlanta (see Appendix A) created theirs from scratch. If you want to involve youth in producing a newsletter, will it include only book reviews, or poetry, stories and news as well? How often will it be written? Will it be topical or a more random collection? Will participants also investigate careers in writing or journalism? Interested or experienced young people can work with the advisory group mentioned above to find answers to these and other questions. They can examine the experiences of other programs, such as those described in this handbook, and compare them to approaches you are considering. Or they can simply provide you with their opinions. In any case, you must weigh the

advantages and disadvantages of each approach before deciding on your plan, and the young people who will be affected can be helpful in the process.

7. Set up sound evaluation procedures. Remember to keep careful records of all participants and activities in your project, including formal and informal feedback from youth *and* adults who participate. Compare your goals with your actual accomplishments: are the goals being met? Although you are extremely busy with many other project concerns, remembering evaluation is important for several reasons. It can improve your program, demonstrate to administrators and community the effectiveness of the program, and help obtain additional financial support. Use of entertaining or moving quotes and anecdotes, appropriate photographs and impressive statistics can be invaluable in public relations.

THE ADULT FACILITATOR

When you have a YA librarian who trusts you and whom you trust, you feel more confident. Our librarian wasn't a person who thought she knew everything. If we had questions she couldn't answer, she would invite an outside person to come in and answer them. She was a mover, she pushed other staff members to insure that they would do their part to help us get things done on time. A lot of librarians are afraid of censorship (when working with a youth-run publication), but she believed in what we were doing and encouraged us to keep going.

That description of the adult facilitator in a library Youth Participation project was given by one of the young participants. Youth Participation, like any other major library effort, requires that one staff member make a commitment to it, especially in the early stages. That staff person is usually the YA librarian, although it might be the children's or reference librarian, or a paraprofessional who works well with youth. In any case, the qualities of the person who works directly with the youth are crucial to the project's success. Some of the qualities of a good adult leader were described by young people at an NCRY Idea Exchange on Adult Supervisors:

...Sense of humor is really important. Reliability, always being there, and being there on time. Enthusiasm. Perseverance. Trusting people who can show a genuine interest in everybody; outgoing. Innovative people who can take an idea places it has never been before.

People who can talk on a mutual level, with respect, on a person-to-person rather than a role-to-child level. People who are willing to take risks, to gamble to some extent. Good listeners. Not people who pretend to have all the answers. Humans with faults. Open to criticism.

People who can stay with it when the going gets tough. Who can direct students into positive action; give information about alternatives and help students solve their problems, not solve them for them.

Clearly, no single person will possess every one of these qualities. Further, many styles of adult leadership are effective, and many different types of people are successful in the adult facilitator role. A common trait, as emphasized by the young people just quoted, is the belief in what youth can accomplish when given responsible, challenging roles.

One basic key to success is to achieve a balance between structure and flexibility. New adult facilitators often think Youth Participation means letting young people "do their own thing." Youth with no experience in taking responsibility need guidance as they assume their new roles. Another common mistake adult facilitators make is to be too much in charge, thus allowing the youth no real responsibility. If you set up a program alone and merely assign young people to certain tasks, they are likely to be resentful and may lose all interest in the project. The key is to give them enough structure that they are not overwhelmed and enough freedom that they can be creative and learn from their mistakes.

Another crucial factor in being successful as an adult facilitator is to find or create a support system for yourself, to counteract the frustration you may sometimes feel as you work with unpredictable young people, or co-workers who are skeptical of your efforts. Other YA librarians, particularly those who also work with Youth Participation programs, can be helpful by listening and making suggestions. Youth workers in your community can also commiserate with you. Remember: if you feel comfortable, you'll be a better facilitator.

ADMINISTRATIVE SUPPORT

The importance of higher-level administrative involvement in and support of a library Youth Participation project cannot be stressed too much. It affects attempts to obtain funding, as well as such everyday needs as special scheduling, use of library facilities and help with record-keeping.

With luck, the library administrator will also possess some of the same qualities that make an adult facilitator effective. Some library programs, in fact, are begun by an interested administrator. Levels, in Great Neck, N.Y., for instance, had been the library director's dream for many years before he decided to put it into practice; he later hired youth workers as staff people. Other librarians find that success creates its own administrative support: when young people produce a magazine or newsletter, or plan a children's program, and the community responds favorably, so does the library administration. Library directors, after all, want to build community support for

the library and to respond as well as possible to users' needs; Youth Participation is likely to achieve these objectives.

Success can also be demonstrated by projects at other libraries. Accompanying the director on visits to projects, or providing information such as the descriptions in this guide, can prove helpful in convincing the director or board of the value of Youth Participation. Even administrators reluctant to allow development of a new project can be won over when they see a successful project in action.

In addition, librarians will want to discuss each phase of their plans for Youth Participation with their directors or department heads, learning about *their* concerns and ideas. Many of the librarians who work with the programs described in this handbook note that the key to their success is the support of a helpful administrator.

RECRUITMENT

*Working with kids, you have to start with the basics, like getting them to read. It's much harder than working with adults. The young adults are more skeptical, but the enthusiasm is there...I've met them on their own ground. When the kids come into the library and see me, they say, "Hey, I know you, I've seen you before," and we've got an instant rapport.**

YA librarians are in contact with young people all the time. They help them with homework, plan and run programs for them, and make or host class visits.** Young people often help with library projects and get to know librarians in a collaborative atmosphere. In any of these situations, the librarian can explain the library's young adult services and plans for Youth Participation, and invite the youth to become involved.

Librarians may also reach young people through other agencies that have regular contact with youth. Local schools, church groups or recreation centers can provide forums for presentations, or space to set up an information booth or put up posters. Some libraries have captured the attention of young people by sponsoring essay or poster contests or by conducting surveys of youth opinions in shopping malls or other public places. In addition, as youth become involved, they interest other youth.

* "You're Smart, Friendly, Hardworking and Ambitious" (Minority Recruitment Brochure), American Library Association, Office for Library Personnel Resources, 1980.

** When planning class visits don't forget the parochial or other private schools in your community. Their students are often isolated from public school students and may welcome the opportunity to work with them. If you work in a private school, the reverse is true.

Many YA librarians say that an important first step in establishing Youth Participation is to create a YA department that is comfortable and attractive to youth. Posters, magazines, records and comfortable furniture are all useful in creating an appealing setting.

Incentives can also help in recruitment. Although they are unlikely to provide salaries or stipends, libraries can offer training, contact with community leaders, certificates of merit, school credit or work experience that can be added to a resume. They can offer avid readers "first crack" at new books or a chance to help select those books; aspiring writers might get a chance to produce a newsletter.

It is essential that recruitment continue once the project is underway, so that the group of youth will continue to expand and not remain limited to a few "stars." Also, turnover is inevitable, but ongoing recruitment ensures that new members continue to operate the project as older members leave. Encouraging non-readers* to join the project can bring new and sometimes unusual ideas to group planning. Moreover, through their participation, non-readers begin to take an interest in books and in the library. Experienced youth can help to train new members; this "serial leadership" also enhances the self-esteem and reinforces the learning of the experienced youth. The young members of the Young Adult Advisory Committee in Mesa, Arizona, for instance, are planning to expand their group into a larger, two-part committee, with training provided by experienced youth and with opportunities for "moving up."

TRAINING

Training for *both* youth and adults is essential to the success of any library Youth Participation project. On a practical level, once you've assembled a group of interested young people, you need to help them gain the skills necessary to the project's success. And you will also need to help other librarians and adult staff gain skills in working effectively with youth.

Training is also essential on a broader level. You may find both youth and adults resistant to or skeptical of the project. Despite their need for challenge and responsibility, many young people believe that they are not capable of making real contributions and that, in any case, the library or the community will not respond to their efforts. Adults often share this skepticism. Information about successful Youth Participation programs, including descriptions such as those presented in this guide, may be useful in encouraging both groups.

The keys to training are these: for adults, the knowledge of how young people are best able to learn; for youth, the knowledge that they will be able to apply what they learn in real situations.

*By "non-readers" we mean young people who know how to read, but who don't enjoy reading and don't read.

The first step in the training process is *orientation*. For the young people involved, this means helping them understand the overall functions and services of the library, as well as how their effort will fit into the whole YA department or library organization. Their collective responsibilities should be carefully defined, as well as overall goals and schedules for the project. This applies to project planning as well as implementation.

Orientation for librarians and other adult staff should include a full explanation of the plans for a Youth Participation project, given by the YA librarian and/or the project's new members. This will help staff members to understand what the young people will be doing and what they, as adults, may be asked to do. Their suggestions and involvement may also prove useful and should be invited. In addition, an opportunity to talk with members of successful projects can be very useful. This kind of session could be offered at a citywide or regional librarians' meeting.

Training does not necessarily mean attending classes of some kind. Although some subjects may best be taught through formal lecture, most youth learn by doing. They can begin with defined tasks like writing short items for a newsletter, presenting a brief book review or doing research. They may need to learn, through practice and role-playing, how to conduct effective phone conversations or how to introduce a speaker. All jobs, no matter how basic, can provide learning opportunities and make valuable contributions to the project or the YA department. Some formal learning may be needed, however, to help the group to improve communication and decision-making skills. The librarian shouldn't hesitate to call on experts to provide such training.

It is important that young people have opportunities to do a wide variety of tasks and to move on to progressively more sophisticated tasks. Good work on basic tasks should be rewarded by more responsible and challenging assignments. In New York City's Storytelling Festival (p. 33), for instance, this progression takes the form of a contest. Students begin by researching and memorizing their stories, telling them in their own classes, then competing in their districts, their boroughs and finally in the entire city. In many of the schools involved, students also tell their stories to younger children, thus providing both enjoyment and incentive to the younger children; *they* may soon be telling their own stories.

Good training also takes advantage of opportunities as they arise. In Mesa, Arizona, a split between two factions in the YAAC provided the basis for learning new methods of problem-solving. Adults can benefit by on-the-spot training or consciousness-raising, as well. When the librarian who works with the Young Adult Advisory Committee in Spokane, Washington, was invited by a group of local librarians

to talk to them about youth opinions and tastes in reading, she replied, "I can't really speak for them. But the young people in the YAAC can. I'll bring them to speak with you." This exchange, and the resulting discussion with the youth that followed, taught these adults something new about youth capabilities.

Similarly, taking young people to conferences and library meetings gives them a first-hand view of the concerns and needs of libraries. With some advance planning, young people are usually welcome at local book review meetings, regional or state library association conferences, or issue-oriented workshops. Librarians can take an "over-the-shoulder" approach at such meetings, thinking out loud to explain to the youth why they make certain decisions or do things in certain ways. After the meeting, they follow up by discussing with the young people what happened and why. These discussions can enhance the basic training the youth had received in decision-making or problem-solving skills.

Some librarians find it more effective for young people to discover their own strategies for setting goals, negotiating or problem-solving. They give young people total responsibility for some aspect of a project. Although they have adult support, the youth must then work out whatever problems arise. This approach requires restraint on the part of librarians or other adults, since there may be negative consequences if the youth fail to take all contingencies into account. If young people fail to confirm a workshop date with one of the speakers, for instance, that speaker may not show up. At Levels, young people are completely responsible for the computer area. They wrote a proposal to the library board to get funding for computers. They decided on a policy and schedule for use. Young people serve as managers and are responsible for opening the area, locking it up and for upkeep of the computers. They provide training and decide who can use the computers and with what amount of supervision. There are many positive results, but theft or damage of the computers is also the youths' responsibility. The adults who work with them, however, demonstrate their respect by refraining from intervention.

TRUST

The basis of effective training, and of any effective working relationship, is trust. Young people who trust the librarian will feel free to ask for information, assistance and more responsibility. The librarian who trusts the young people will be comfortable having them observe and participate in every aspect of the YA department's work.

With effective training, young people can become full-fledged participants in the library or YA department. As they become knowledgeable and competent, young people gain confidence in themselves and in their ability to improve their library and their community. In addition, they convince skeptical adults of the value of youth's contributions.

REFLECTION

Another element necessary to successful Youth Participation is reflection: the opportunity for participants to learn from their activities, understand what this means in their present and future lives, and begin to act on this insight. It is important, therefore, to schedule regular discussion sessions or to have the young people keep daily or weekly journals, so that they can bring up problems and talk over the details of their specific activities. Exercises, games and role-playing can help break the ice and encourage participants to talk openly. Librarians who work with successful projects stress that reflection meetings should be fun. Food and entertainment may be included, and adults and youth can begin to develop friendly relationships with one another. These relationships, too, will help youth members to find the project a rewarding experience. Suggestions for exercises and types of reflection are given in *Learning From The Field Experience*, The National Commission on Resources for youth, Boston, 1982.

EXCELLENCE

Always demand excellence, even if this means asking young people to redo a piece of work several times. Librarians (and other adults) sometimes think they are encouraging trust or greater participation by accepting anything young people do, even, at times, to the point of giving false praise. Yet if their demands for excellence are backed up by their willingness to answer questions and help work out problems, they show real respect for youth and what they can accomplish.

IN SUMMARY

Libraries, like other municipal agencies, religious institutions, schools and community organizations, are in a position to foster the positive development of young people. By providing youth with opportunities to make decisions, to take responsibility for their decisions and actions, to work collaboratively with each other and with adults, and to learn through combining action with reflection, library Youth Participation programs can offer young people the chance to fill significant roles. Rather than doing things *to* and *for* young people, these kinds of programs encourage youth to develop the ability to help themselves.

Youth Participation is coming to be accepted as a program alternative that meets adolescents' needs to discover and test new values and skills, to develop a sense of competence, and to gain control over their lives and what affects them. In meeting those needs, we all benefit from the service young people contribute now, as well as in the future, when they become citizens whose values and skills help to shape the world in which we will live.

APPENDIX A: SKETCHES OF OTHER LIBRARY PROGRAMS

PLANNING AND POLICY

Reconsideration Committee
Media Center Student Advisory Committee
Student Advisory Council
Mayor's Youth Committee

BOOK REVIEWS AND NEWSLETTERS

Young Adult Reading Club
Young Adult Advisory Group
Young Adult Advisory Board

STORYTELLING

Young Adult Advisory Board
Traveling Van Winkle Fables
Impact Program
Citywide Storytelling Festival

YOUTH CENTERS

The Room
The Friendly Place

PLANNING AND POLICY

Reconsideration Committee Schofield, Wisconsin

In the fall of 1981, the D.C. Everest Senior High School's Board of Education adopted a selection and reconsideration policy for instructional materials, calling for the establishment of a Reconsideration Committee. This 11-member committee includes high school students who have equal votes in all Committee decisions.

"The students were active contributors," says one administrator about the Committee's first year. Committee members note that the students read and are prepared to discuss material, and that their contributions to the discussions are perceptive and helpful. The Committee has developed guidelines and procedures for reconsideration, and created a selection form for teachers. "In the event that the reconsideration procedure must be used," adds a librarian, "students would retain their status as full members of the Committee."

Students at Everest High School are also actively involved in the Curriculum Council and are represented on the Board of Education. Committee members receive no special training but, in an orientation meeting, care is taken to let the student members know that they are seen as contributors.

Media Center Student Advisory Committee Grand Rapids, Michigan

At Northview High School the student government formed the Media Center Student Advisory Committee in December, 1981. The Advisory Committee, composed of four students (one from each grade), meets once a month with the school's Media Director to evaluate the Media Center's materials and to suggest new ideas. The Media Director notes: "The students are serious in their task of improving our Media Center's operation. I have gained a better awareness of student attitudes and concerns that I probably would not have if it had not been for the group."

Student Advisory Council Springfield, Illinois

A member of the Student Advisory Council (SAC) to the Illinois State Board of Education serves on the Board's Library and Media Advisory Council. The student is a full member of the council, participating in all discussions, book classification, and other council activities. SAC involves twenty young people in voicing student opinions about educational issues. SAC participants serve as student representatives on agency advisory councils, report to the Board of Education, produce a newsletter, and conduct surveys.

Mayor's Youth Committee Woodbridge, New Jersey

The Woodbridge Public Library sponsors the Mayor's Youth Committee, which was started by young people and library staff to deal with youth loitering, vandalism and boredom. Youth Participants have spoken at Town Council meetings on transportation, plan and run a continuing series of successful rock concerts, and volunteer to work with socially isolated senior citizens.

BOOK REVIEWS AND NEWSLETTERS

Young Adult Reading
Club
Charles County,
Maryland

Youth members of YARC (Young Adult Reading Club) at the Bryans Road Branch Library review YA books in their newsletter "The New YARC Times." The young people, ages 12 to 15, write their reviews in the form of news stories to entice YA readers into selecting books. "I may not have even read the books that they review," says the YA coordinator, "so I have to trust them."

Young Adult Advisory
Group
Tampa, Florida

In the Seminole Branch Library, young people produced a newsletter called "SEX: Seminole's Expressions Through Xeroxing" that contained poems, stories and artwork. More recently, Seminole's Young Adult Advisory Group has compiled a list of "Books I Wish My Parents Would Read."

Young Adult Advisory
Board
Spring Valley,
New York

In late 1977, members of the Young Adult Advisory Board of the Finkelstein Memorial Library created a magazine designed to increase public awareness of library services for YA's, to solicit book reviews and to provide a forum for articles by youth.* After several name and format changes, *Expressions* emerged in 1982 as a collection of reviews, poems, opinion and news, to attract an audience that includes non-library users. A YA editor is chosen by the contributors before each printing at one of the twice-monthly contributors' meetings. Any area youth can contribute to the magazine.

One young person began working for the magazine (formerly known as *Teenage Express*) when school and local newspapers refused to print an article he wrote about drug abuse in the schools. His article was published by the library's magazine. "What happened to me shows that the library can provide services that no one else in the community can provide," he says. "It's great to see people with faith in young people -- and *doing* something about it."

*This magazine is described by Barbara Cialone, one of its originators, in the Foreword to this guide.

STORYTELLING

Young Adult Advisory Board
Atlanta, Georgia

Members of the Young Adult Advisory Board at a branch of the Atlanta Public Library started a puppet theater from scratch. They wrote scripts based on children's books, particularly *Aesop's Fables*. Then they trained younger children to perform puppet shows. Board members also produced a skit about Black history. Planning of activities begins, says the branch librarian, with needs or ideas expressed by Board members.

Traveling Van Winkle Fblers
Washington, D.C.

In the late 1960's, inner-city youth in the Traveling Van Winkle Fblers were trained by a folklore specialist at the District of Columbia Public Library to tell stories to elementary school children. The Fblers improved their language arts and speech skills as the younger children became interested in books.

Impact Program
Decatur, Georgia

Participating high school students in the Impact Program check out storybooks from a special section of the Gordon High School Library, bring the books home and read them to younger siblings or children in the neighborhood. Librarians hope that the children who are read to will appreciate books and will read better when they are older. The student participants have been improving their own reading skills. In fact, some participants with poor reading skills have taken out the storybooks under the guise of reading to others, when they are actually reading the easier books themselves, without fear of being called "dumb."

Citywide Storytelling Festival
New York, New York

For five years, the Citywide Storytelling Festival has involved children in grades 3 through 8 in researching, learning, and telling folktales. It culminates in a storytelling contest run by the New York City Board of Education's Office of Libraries, Media and Telecommunications; the competition involved more than 10,000 students in 1982. "Storytelling is supposed to be a component of every library program," says the project director, who adds that storytelling is not being done enough by librarians and teachers. "They should be modeling for the children, but the children are outdoing them." Student storytellers often tell their stories to younger children in the schools.

YOUTH CENTERS

The Room Leominster, Massachusetts

The Leominster Public Library operates The Room, its Young Adult Center. Created in 1978 with an LSCA Title I grant, it is "designed to provide recreational reading as well as programs and services for teenagers in grades seven through twelve." A group of approximately twenty young people write a newsletter every two months that includes poetry, art, and jokes. The newsletter, printed by the Central Massachusetts Regional Library System, is distributed to high schools and junior highs and is a "primary vehicle for PR," according to the YA librarian who works with the group. The Room's young people also create programs and "help refine the librarian's ideas." Taught by a youth with experience in mime, they served as "Horrible Halloween Helpers" helping to make up children's faces for a Halloween party at the library. This was such a success that they repeated it for their town's "Civic Days." The youth also sponsored a science-fiction filmmaking course, taught by two high school students.

The Friendly Place New York, New York

The Friendly Place, in New York City's East Harlem, is a 3000 square foot, 30,000-volume private library and bookstore.

The Friendly Place was created jointly by the American Reading Council and a group of community leaders to help people of all ages to understand the joys and useful information books can bring. This is a vital service in a community where there are no other bookstores, where the elementary schools, by and large, do not have libraries, and where public library service is minimal. The Friendly Place is designed to demonstrate three important points:

(1) "That inner-city communities have untapped human resources which play a vital part in the campaign for literacy." Thus, community members, engaged in a variety of volunteer tasks, are essential to the operation of the center.

(2) "That children can be motivated and helped to acquire the basic skills through playing games and reading books for pleasure." Thus, children are introduced to games such as dominoes, Monopoly and Clue which require reading and math skills.

(3) "That people who learn to read for pleasure become lifelong readers."

Youth serve during the entire year as both paid and volunteer staff. They are trained to do basic library tasks such as shelving, making library cards, and checking out books. They are also trained to operate the bookstore. Most important, however, all the staff, including the youngest volunteer (aged eight), are trained to greet each person who enters, show them where book categories

are, and, to the extent possible, find them titles they will enjoy -- in other words, to act as salespeople for reading. In library terms, they are doing basic reference work.

In addition, during the summer of 1982, two groups of youth began special projects. One group of youths, working as volunteers, produced a newspaper. The other group, comprising 17 Summer Youth Corps Workers, also did outreach to community members unable to come to the Friendly Place, taking large print books to elderly shut-ins, for example.

Some of the ideas that have been successfully put into practice at the Friendly Place are: no fines, a drop-in center for pre-school children, a Book and Game Club for older children, and tutoring in English as a second language.

APPENDIX B: YASD GUIDELINES FOR YOUTH PARTICIPATION IN LIBRARY DECISION-MAKING

WHAT:

Youth Participation in libraries is involvement of young adults in responsible action and significant decision-making which affects the design and delivery of library and information services for their peers and the community.

WHY:

Youth Participation in library decision-making is important as a means of achieving more responsive and effective library and information service for this age group. It is even more important as an experience through which young adults can enhance their learning, personal development, citizenship and transition to adulthood.

HOW:

Youth Participation in library decision-making requires that adults (librarians, administrators, members of governing and advisory bodies) recognize that young adults can make a positive contribution, and that adults respect the right of young adults to participate in decisions on matters that affect them.

Projects involving youth should have the following characteristics:

- be centered on issues of real interest and concern to youth
- have the potential to benefit people other than those directly involved
- allow for youth input from the planning stage forward
- focus on some specific, doable tasks
- receive adult support and guidance, but avoid adult domination
- allow for learning and development of leadership and group work skills
- contain opportunities for training and for discussion of progress made and problems encountered
- give evidence of youth decisions being implemented
- avoid exploitation of youth for work which benefits the agency rather than the young adults
- seek to recruit new participants on a regular basis
- plan for staff time, funds, administrative support, transportation, etc., before launching project
- show promise of becoming an ongoing, long-term activity

To get the guidelines complete with examples, write Jana Varlejs, Rutgers GSLIS, 4 Huntington St., New Brunswick, NJ 08903

APPENDIX C: RESOURCES ON YOUTH PROJECTS

ACTION

Room 1106
806 Connecticut Avenue, N.W.
Washington, D.C. 20525
(202) 655-4000

Promotes volunteerism, among youth as well as adults, acts as a clearinghouse.

The Boys Town Center
Boys Town, Nebraska 68010
(402) 498-1420

Has at least one participatory project, "Youth Helping Youth," which has implications for other programs.

Family Life Network of Youth Theatres
Family Life Division, Metropolitan Hospital
1901 First Avenue
New York, New York 10029
(212) 360-6606

Helps teen theatre groups get started, share ideas, etc.

Girls Clubs of America
205 Lexington Avenue
New York, New York 10016
(212) 689-3700

Committed to full participation of girls as decision-makers at every level of club activity; has published guidelines.

National Commission on Libraries and Information Science
1717 K Street, N.W., Suite 601
Washington, D.C. 20036
(202) 653-6252

Planned and coordinated WHCLIS (White House Conference on Library and Information Services); working on implementation of WHCLIS resolutions.

National Commission on Resources for Youth
605 Commonwealth Avenue
Boston, Mass. 02215
(617) 353-3309

Seeks out, encourages and promotes programs that offer young people opportunities to take part in significant, challenging activities that affect others.

National Youth Work Alliance
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036
(202) 785-0764

Monitors issues, legislation, etc. on the national level; advocates youth rights.

Project LEAD
Association of Junior Leagues
825 Third Avenue
New York, N.Y. 10022
(212) 355-4380

National demonstration project in youth and adult team leadership training to address school, family and community needs through direct service projects and advocacy.

Young Adult Services Division
American Library Association
50 East Huron Street
Chicago, Illinois 60611
(312) 944-6780

Advocates, promotes and strengthens service to young adults as part of the continuum of total library service.

APPENDIX D: NCRY RESOURCES ON YOUTH PARTICIPATION

The following materials are available from the National Commission on Resources for Youth, 605 Commonwealth Avenue, Boston, Massachusetts 02215.

RESOURCES FOR YOUTH, newsletter: Each issue describes ten to fifteen Youth Participation projects; includes research, funding and resource information. Occasionally published in poster format (17" x 22") which can be used to spark others' interest in YP. 8 to 12 pages; published three times a year. (\$6.00) (Now combined with Citizen Action in Education.)

YOUTH PARTICIPATION FOR THE EARLY ADOLESCENT: Beginning with a conceptual overview that focuses on the needs of the ten to fourteen year-old, the guide provides practical guidelines and program examples for getting these young people into more active programs that involve responsibility and meaningful action. Useful for schools and community agencies. (\$5.00)

EVALUATING YOUTH PARTICIPATION: A PROGRAM OPERATOR'S GUIDE: Aimed at assisting the practitioner to make use of or to design an evaluation, the guide provides advice on planning an evaluation, finding an outside evaluator and "Doing Your Own." Includes sample objectives, procedures and instruments. (\$5.00)

LEARNING FROM THE FIELD EXPERIENCE: A GUIDE FOR STUDENT REFLECTION IN YOUTH PARTICIPATION PROGRAMS: Provides practical information on how to conduct a seminar or other study activity that encourages students to think about and make use of their field experience or work project. Includes many exercises and examples. (\$5.00)

YOUTH INTO ADULT: A conceptual essay that outlines a comprehensive model for programs that facilitate the transition from adolescence into adulthood and provides some useful, practical guidelines for implementation. (\$2.00)

YOUTH PARTICIPATION IN YOUTH ADVOCACY: Detailed, practical guidelines on how to involve young people in such activities as monitoring regulations, research, dissemination of information and other activities meant to raise consciousness and improve institutions that serve youth. The guide contains nineteen brief case studies and an extensive analysis, with emphasis on the practical aspects of integrating young people into advocacy work. (\$5.00)

HANDBOOK ON YOUTH PARTICIPATION IN YOUTH EMPLOYMENT PROGRAMS: Originally designed for CETA planners, this 40-page booklet presents practical suggestions for incorporating Youth Participation into any youth employment program. Includes descriptions of many successful programs that increase employability. (\$5.00)

YOUTH EMPOWERMENT: A TRAINING GUIDE: A detailed training curriculum for youth and adults aimed at developing young people's competence as active participants in their programs, agencies and communities. (\$5.00)

APPENDIX E: DIRECTORY OF LIBRARIES THAT REPORT HAVING YOUTH PARTICIPATION PROJECTS

ARIZONA

*Diane Tuccillo
Mesa Public Library
64 East First Street
Mesa, AZ 85201
(612) 834-2735

CALIFORNIA

Elizabeth Talbot
Newark Branch
Alameda County Library
Newark, CA 94560
(415) 791-4792

COLORADO

Jim Stoltz
Pikes Peak Library District
P. O. Box 1579 -- 20 N. Cascade
Colorado Springs, CO 80901
(303) 473-2080

FLORIDA

*Mary Jane Hylton
Leon County Public Library
1940 N. Monroe, Suite 81
Tallahassee, FL 32301
(904) 487-2665

*Marsha Pollak
West Gate Branch Library
Tampa-Hillsborough County Library
2311 East Hillsborough Avenue
Tampa, FL 33610
(813) 238-5468

* Described in this booklet.

*Linda Gillon
East Gate Branch Library
Tampa-Hillsborough County Library
2311 East Hillsborough Avenue
Tampa, FL 33610
(813) 238-5468

Donna Shannon
Seminole Branch
Tampa-Hillsborough County Library
4711 Central Avenue
Tampa, FL 33549
(813) 232-9271

Mary Alice Deveny
Venice Area Public Library
300 S. Nokomis Avenue
Venice, FL 33595
(813) 488-9628

GEORGIA

*Juanita Suttle
Collier Heights Branch
Atlanta Public Library
3571 Martin Luther King Drive, S.W.
Atlanta, GA 30331
(404) 691-1988

Martha Parker
Impact Program
Gordon High School
2190 Wallingford Drive
Decatur, GA 33032
(404) 241-5376

HAWAII

Louise Hinkley
Hawaii State Library System
809 Eighth Avenue
Honolulu, HI 96816

ILLINOIS

Maxine Stinchcombe
Saint Gregory the Great High School
1677 West Bryn Mawr Avenue
Chicago, IL 60660
(312) 561-8472

*Marie Sivak
Illinois State Board of Education
100 North First Street
Springfield, IL 62777
(217) 782-3810

INDIANA

Anne Raymer
Elkhart Public Library
300 South Second Street
Elkhart, IN 46516
(219) 295-5463

KENTUCKY

Lucy Marx
Louisville Free Public Library
4th and York Streets
Louisville, KY 40203
(502) 451-0792

MARYLAND

Linda Lapidés
Enoch Pratt Free Library
400 Cathedral Street
Baltimore, MD 21201
(301) 396-5357

*M. Joanne Petrik
Bryans Road Branch
Charles County Library
P. O. Box 204
Bryans Road, MD 20616
(301) 375-7375

MASSACHUSETTS

*Diane M. Sanabria
Leominster Public Library
30 West Street
Leominster, MA 01453
(617) 537-0941

Jean M. Langley
Northborough Free Library
34 Main Street
Northborough, MA 01532
(617) 393-2401

MICHIGAN

*Richard A. Wiltse
Northview High School
4451 Hunsberger, N.E.
Grand Rapids, MI 49505
(616) 363-4857

Deborah L. Bose
Grand Rapids Public Library
60 Library Plaza
Grand Rapids, MI 49503
(616) 456-4401

NEW JERSEY

Mary Joyce Doyle
Bergenfield Public Library
50 West Clinton Avenue
Bergenfield, NJ 07621
(201) 384-2765

*Nancy Slater
Woodbridge Public Library
George Frederick Plaza
Woodbridge, NJ 07092
(201) 634-4450

NEW YORK

Nancy Rolnick
Croton Free Library
171 Cleveland Drive
Croton-on-Hudson, NY 10520
(914) 271-4098

*Ed Amrhein & Andrea Gancarz
Great Neck Public Library
Bayview Avenue
Great Neck, NY 11024
(516) 466-8175/8055

Malikah Dada
Mount Vernon Public Library
28 South First Avenue
Mount Vernon, NY 10550
(914) 668-1840

Lucille Thomas
City-wide Storytelling Contest
New York City Board of Education
Office of Library, Media and Telecommunications
131 Livingston Street
Brooklyn, NY 11201
(212) 596-3816/3817

*Yvonne White
The Friendly Place
1948 First Avenue, at 101st Street
New York, NY 10029
(212) 410-3020

*Sam Simon
Finkelstein Memorial Library
South Madison Avenue
Spring Valley, NY 10977
(914) 352-5700

NORTH CAROLINA

Laura Gorham
Durham County Library
P. O. Box 3809
Durham, NC 27702
(919) 683-2626

OHIO

Janet C. Polacheck
Stark County District Library
715 Market North
Canton, OH 44702
(216) 452-0665

Connie Lawson
North Olmsted Branch
Cuyahoga County Public Library
North Olmsted, OH 44070
(216) 777-6211

PENNSYLVANIA

Jeanne Domville
Northland Public Library
300 Cumberland Road
Pittsburgh, PA 15237
(412) 366-8100

WASHINGTON

Susan B. Madden
King County Library System
300 8th, North
Seattle, WA 98109
(206) 344-7455

*Christy Tyson
Spokane Public Library
West 906 Main
Spokane, WA 99201
(509) 838-6756

WISCONSIN

*Beatrice Lebal
D. C. Everest Senior High School
6500 Alderson Street
Schofield, WI 54476
(715) 359-6561

APPENDIX F: TEENAGE EXPRESS POLICY STATEMENT*

The following policy statement governing TEENAGE EXPRESS was adopted by the Board of Trustees of the Finkelstein Memorial Library on July 1, 1979. All libraries with youth-produced materials should have a written policy for the protection of all.

BACKGROUND

TEENAGE EXPRESS, titled INNER LIFE prior to 1979, was created in late 1977 by the Young Adult Advisory Board and the Young Adult Services Librarian as a means of encouraging a two-way flow of ideas and information between the Library and the young adult community. Members of the Advisory Board felt, and still feel, that despite our efforts through the programming and collection departments, teenagers of this community generally do not have a proprietary interest in the Library; they do not view this organization as an instrument responsive to their needs and interests, and have not taken full advantage of the responsiveness that we've demonstrated.

The Advisory Board's intentions were to increase public awareness of Young Adult Services, to provide an instrument for literary self-expression, to solicit reviews of books and other library materials to aid in collection evaluation, and to provide an open forum for the exchange of ideas and opinions.

The original INNER LIFE was very similar in format to the later TEENAGE EXPRESS, including commentary, book and record reviews, poetry and stories. Four issues were published through 1978. Reflecting the interests of the Advisory Board members, the literary portion of the magazine eventually overwhelmed the news and opinion segments, effectively limiting the magazine's appeal to a rather elite group of library-oriented readers. To restore the magazine to its original purpose, the Board restructured it in 1979, changing the name to more clearly express their intentions, and restoring a balance of news, opinions, reviews, poetry and prose to attract a wider audience, including more non-library users.

* As quoted in *Voice of Youth Advocates*, June 1980.

ORGANIZATION

Contributor's meetings are held twice/month, in conjunction with YA Advisory Board meetings. Membership is open to all area teenagers; the magazine "staff" as listed in each issue consists of those in attendance at the preceding meetings. The "editor" is the person chosen by the staff prior to each printing to compile and organize the contributions received. He/she has no selection authority beyond that of the other participants. Contributions received by mail or in person are evaluated and selected at each meeting. Participants also volunteer to write recurring columns, rotating by-lines from issue to issue. Currently, the magazine contains the following columns:

- Opinion--commentary on a contemporary issue
- What's Up--coming events, local services
- Touching You--a free-form opinion, may be a poem, story or essay
- Getting Down--record reviews
- Book Reviews
- Slam Side--a graffiti page, compiled at Contributor's Meetings
- Express--stories and poems, by various writers

Completed issues are approved by the YA Librarian, typed and proofread by Adult Services staff members, and approved by the Head of Adult Services and the Director before printing. To date, four issues of *INNER LIFE* and three issues of *TEENAGE EXPRESS* have been printed. To meet growing demand, printing was increased from 300 to 400 copies for *TE* #3.

SELECTION POLICY

The following policy is to appear prominently in each issue:

"In accordance with the Library Bill of Rights, it is the policy of the Finkelstein Memorial Library that books and other materials concerning problems and issues of our time be available to the public. In the pursuit of this goal, *TEENAGE EXPRESS* has been formulated as a means of acquiring a record of the thoughts and opinions of young adults in our community, which would otherwise be unavailable. The opinions expressed in this magazine are those of the writers, and do not reflect positions or policies of the Finkelstein Memorial Library, or its Board of Trustees. Reader's comments, pro and con, are encouraged."

An "open forum of ideas" must be expected to attract, from time to time, controversial opinions. While we do not seek out, incite, or attempt to sensationalize controversies, we cannot shrink from our responsibility of maintaining this "open forum" without compromising our most basic principles. We will not, however, print material that is libelous, obscene, seditious, or otherwise outside of First Amendment protection. We also reserve the right to reject work of poor quality in relation to other works of its kind.

We recognize our responsibility to provide balanced coverage of controversial subjects. But since we rely on contributions rather than selection from a wide body of pre-published literature, individual issues of *TEENAGE EXPRESS* cannot be

expected to carry pro and con views of every subject. Rather, opposing views will be printed as they are submitted.

While the magazine cannot function without a core group of dedicated contributors, we will not allow the publication to become a captive soapbox for any given group or individual interest.

While we acknowledge the unique nature of *TEENAGE EXPRESS*, selection policy must logically relate to the Library's policy towards other Young Adult materials. If *TEENAGE EXPRESS* inspires young people to use their minds creatively and intelligently, it is in accordance with our basic objectives. It would not be to our credit to impose more restrictive standards on what our young people write than we do on what we purchase for them to read.

APPENDIX G: RESOURCES ON YOUTH PARTICIPATION IN PRINT

Periodicals

Resources for Youth Newsletter (now combined with Citizen Action in Education). The National Commission on Resources for Youth, 605 Commonwealth Avenue, Boston, Massachusetts 02215. Two-three times per year. \$6.00.

New Designs for Youth Development. Post Office Box 36748, Tucson, Arizona 85740. Bimonthly. \$18 per year.

Voice of Youth Advocates. Post Office Box 6569, University, Alabama 35486. Bimonthly. \$15 per year.

Other Publications

Brunette, Lisa; Manthey, Mitch; and Zilles, Peter. Youth Involvement: A Challenge for Communities. Madison, WI: Wisconsin Association for Youth and Wisconsin Council on Criminal Justice, 1980. 50 pp. (Available from Wisconsin Clearinghouse, 1954 East Washington Avenue, Madison, WI 53704.)

Landrum, R., et al. Youth and the Needs of the Nation: Report of the Committee for the Study of National Service. Washington, D.C.: The Potomac Institute, 1979.

Maminsky, Dolores. "Youth Helping Youth," Voice of Youth Advocates, December 1982, pp. 18-20.

Pearl, Arthur; Grant, Douglas and Wenk, Ernst (Eds.). The Value of Youth. Responsible Action, Post Office Box 924, Davis, California 95616. 320 pp.

Sundlee, Craig A. and Stapp, Willie. The YAT Manual: A Primer for Youth Participation. Social Action Research Center, 18 Professional Center Parkway, San Rafael, California 94903. Paper, 1979.

U.S. Department of Health, Education and Welfare, Office of Human Development, Office of Youth Development, Division of Youth Activities. An Introductory Manual on Youth Participation for Program Administrators. (Available from NCRY, see above.)

Varlejs, Jana. "Youth Participation in Library Decision-Making." In New Directions for Young Adult Services. Edited by Ellen LiBretto. New York: R.R. Bowker, 1983.

Wigginton, Eliot. "The Foxfire Approach: It Can Work For You." Media & Methods, November 1977, pp. 49-52.

Wilson, Evie. "The Young Adult Advisory Board: Decision-Making as Recreation and Responsibility." The Bookmark (New York State Library), Winter 1978. pp. 55-59.

Wilson, Evie. "The Young Adult Advisory Board: How To Make it Work." Voice of Youth Advocates, April 1979, pp. 11-14.

Selections for this bibliography were made by Jana Varlejs and Evie Wilson.